

Hunter-Kinard-Tyler High

7066 Norway Rd.
Neeses, S.C.. 29107

Grades 7-12 High School

Enrollment 337 Students

Principal Titus Duren 803-263-4832

Superintendent Dr. Darrell Johnson 803-534-8081

Board Chair Mr. Aaron Rudd 803-534-8081

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	5	3	6	12

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Good	Excellent	Yes
2005	Average	Unsatisfactory	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	66.7	60.6	N/A	62.6	53.6	N/A
Passed 1 subtest	13.7	16.7	N/A	18.9	22.7	N/A
Passed no subtests	19.6	22.7	N/A	18.5	23.7	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2005

	Our School	High Schools with Students Like Ours
Percent	93.6%	87.7%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	7.5	4.0
Seniors who met the SAT/ACT requirement	7.5	4.2
Seniors who met the grade point average	35.0	29.4

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	46	71
Number of Diplomas	32	114
Rate	69.6%	63.9%

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2005		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	47	93.6	40	7.5	46	69.6	YES
Gender							
Male	19	100.0	21	9.5	27	59.3	N/A
Female	28	89.3	19	5.3	19	84.2	N/A
Racial/Ethnic Group							
White	15	100.0	10	20.0	14	78.6	N/A
African American	32	90.6	30	3.3	32	65.6	N/A
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	45	95.6	N/A	N/A	37	86.5	N/A
Disabilities other than speech	2	I/S	5	I/S	9	I/S	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	47	93.6	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	47	93.6	N/A	N/A	46	69.6	N/A
Socio-Economic Status							
Subsidized meals	30	90.0	30	6.7	31	67.7	N/A
Full-pay meals	17	100.0	N/A	N/A	15	73.3	N/A

n = number of students on which percentage is calculated

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HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 33.3%									
All Students	66	100.0	25.8	38.7	32.3	3.2	45.2	YES	YES
Gender									
Male	39	100.0	36.1	33.3	30.6	N/A	36.1	N/A	N/A
Female	27	100.0	11.5	46.2	34.6	7.7	57.7	N/A	N/A
Racial/Ethnic Group									
White	12	100.0	10.0	40.0	50.0	N/A	60.0	I/S	I/S
African American	54	100.0	28.8	38.5	28.8	3.8	42.3	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	49	100.0	8.7	47.8	39.1	4.3	56.5	N/A	N/A
Disabled	17	100.0	75.0	12.5	12.5	N/A	12.5	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	66	100.0	25.8	38.7	32.3	3.2	45.2	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	66	100.0	25.8	38.7	32.3	3.2	45.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	56	100.0	26.4	35.8	34.0	3.8	47.2	YES	YES
Full-pay meals	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Mathematics – State Performance Objective = 30.0%									
All Students	66	100.0	35.5	45.2	11.3	8.1	30.6	YES	YES
Gender									
Male	39	100.0	47.2	30.6	19.4	2.8	30.6	N/A	N/A
Female	27	100.0	19.2	65.4	N/A	15.4	30.8	N/A	N/A
Racial/Ethnic Group									
White	12	100.0	30.0	50.0	10.0	10.0	30.0	I/S	I/S
African American	54	100.0	36.5	44.2	11.5	7.7	30.8	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	49	100.0	15.2	58.7	15.2	10.9	41.3	N/A	N/A
Disabled	17	100.0	93.8	6.3	N/A	N/A	0.0	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	66	100.0	35.5	45.2	11.3	8.1	30.6	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	66	100.0	35.5	45.2	11.3	8.1	30.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	56	100.0	34.0	45.3	11.3	9.4	30.2	YES	YES
Full-pay meals	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 337)				
Retention rate	10.5%	Up from 6.1%	13.7%	8.1%
Attendance rate	97.0%	Down from 97.4%	95.2%	95.6%
Eligible for gifted and talented	4.3%	Up from 2.1%	2.7%	5.9%
With disabilities other than speech	16.3%	Down from 18.0%	16.3%	13.3%
Older than usual for grade	12.5%	Up from 8.9%	17.0%	10.1%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.8%	0.7%	2.0%
Enrolled in AP/IB programs	8.1%	Up from 3.2%	4.7%	9.7%
Successful on AP/IB exams	N/A	N/A	21.3%	53.7%
Annual dropout rate	4.5%	Down from 5.2%	3.5%	3.0%
Career/technology students in co-curricular organizations	2.1%	Down from 18.7%	2.7%	3.1%
Enrollment in career/technology center courses	147	Up from 137	293	431
Students participating in worked-based experiences	12.0%	Up from 9.8%	16.0%	23.4%
Career/technology students mastering core competencies	95.2%	Up from 85.3%	71.8%	78.6%
Career/technology completers placed	N/A	N/A	98.5%	99.4%
Teachers (n= 33)				
Teachers with advanced degrees	72.7%	Up from 65.5%	48.9%	54.5%
Continuing contract teachers	87.9%	Up from 79.3%	66.7%	78.6%
Highly qualified teachers	85.2%	Up from 83.3%	86.7%	89.1%
Teachers with emergency or provisional certificates	6.7%	Up from 3.8%	17.0%	9.1%
Teachers returning from previous year	77.0%	Down from 79.7%	79.0%	86.9%
Teacher attendance rate	97.3%	Up from 95.7%	94.7%	95.4%
Average teacher salary	\$43,632	Up 1.3%	\$41,275	\$42,426
Prof. development days/teacher	20.1 days	Up from 11.2 days	12.1 days	10.9 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 17.6 to 1	21.6 to 1	25.8 to 1
Prime instructional time	88.8%	Down from 91.3%	87.5%	89.3%
Dollars spent per pupil*	\$10,598	Down 5.5%	\$7,708	\$6,422
Percent of expenditures for teacher salaries*	50.8%	Up from 43.7%	54.3%	57.7%
Opportunities in the arts	Good	Up from Fair	Good	Excellent
Parents attending conferences	71.9%	Down from 83.9%	81.7%	91.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	89.1%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hunter-Kinard-Tyler High School strives to prepare students to become successful, productive citizens in a global society and to reach their fullest potential by providing a broad and flexible curriculum that incorporates technical experiences in a safe and orderly environment. We believe, also, that diversity contributes to an enriched society. The H-K-T staff encourages students to reach their fullest potential by providing a sound, challenging, and researched-based instructional program. Instruction is data- and standards-driven. Various teaching strategies and resources such as curriculum maps, NovaNet, Plato, and the NCS Mentor are used to enhance student learning. The library collection has been increased by over 5,000 books, and the Accelerated Reading Program continues to foster an appreciation and improvement of reading. In addition, Accelerated Math continues to play a vital role in strengthening the students' math skills. This is the second year that Kaplan has been utilized to increase students' SAT and ACT results and the number of LIFE Scholars.

In keeping with H-K-T's motto, "Promoting excellence," we believe that all individuals can learn and that learning is a lifelong process. This year Hunter-Kinard-Tyler met AYP; earned the Palmetto Gold Award; improved on standardized test results; utilized technology resources; provided job-shadowing experiences, career development opportunities, new course offerings, and extracurricular activities. Our athletes performed very well in the classroom and on the courts and playing fields this year. Both the girls' and boys' basketball teams won the State championship.

Parents, community members, and volunteers are vital to our school and are involved with academic as well as extracurricular activities. A school newsletter is distributed monthly to keep them informed. At parent night we recognized parents for their support and provided workshops for parents and students. H-K-T also hosted our second annual Trojan Appreciation Day to thank everyone for supporting our school. All of the events were well attended.

Parents, teachers, students and the community have an important role in education. Together, we can educate successful, productive members of society. We must work together because all people have value and can make worthwhile contributions. We look forward to our continued partnerships at Hunter-Kinard-Tyler High School where we are "Promoting Excellence."

Titus Duren, Principal
William Ray, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	34	45
Percent satisfied with learning environment	80.0%	82.4%	78.6%
Percent satisfied with social and physical environment	87.5%	79.4%	72.1%
Percent satisfied with school-home relations	56.5%	85.3%	68.2%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.